Deer Park Primary School
MATHS CURRICULUM

Our Ultimate End Goal:

What will our Mathematicians to be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 children will have a deep understanding of maths and number**
- **They show a positive and resilient attitude towards mathematics and an awareness of the fascination of mathematics as well as having competence and confidence in mathematical knowledge, concepts and skills**
- **Our children will have an ability to solve problems, to reason, to think logically and to work systematically and accurately**
- **They will be able to use a range of learning strategies: working both collaboratively and independently**
- **Children will leave Deer Park being independent learners who take responsibility for their own learning and who have an understanding of the importance of mathematics in everyday life**
- **They will show fluency in mathematics and be able to express ideas confidently and talk about the subject using mathematical language.**

EYFS and KS1 Curriculum Coverage (NC)
What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2
	Number - number and place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words **Number - addition and subtraction** Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 **Number - multiplication and division** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	**Number - number and place value** Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a two-digit number (10s, 1s) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems **Number - addition and subtraction** Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and 1s A two-digit number and 10s 2 two-digit numbers Adding 3 one-digit numbers Show that addition of 2 numbers can be done in any order

	Number - fractions Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity **Measurement** Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **Geometry - properties of shapes** Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	(commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems **Number - multiplication and division** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Number - fractions** Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Measurement** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and

	Geometry - position and direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns	record the results using >, < and = Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day **Geometry - properties of shapes** Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects **Geometry - position and direction** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

		Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask-and-answer questions about totalling and comparing categorical data

KS2 Curriculum Coverage (NC)
What are the most basic requirements from the National Curriculum?

Year 3	Year 4	Year 5	Year 6
Number - number and place value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas **Number - addition and subtraction** Add and subtract numbers mentally, including: A three-digit number and 1s A three-digit number and 10s A three-digit number and 100s Add and subtract numbers with up to 3	**Number - number and place value** Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1,000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and	**Number - number and place value** Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals **Number - addition and subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and	**Number - number and place value** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across 0 Solve number and practical problems that involve all of the above **Number - addition, subtraction, multiplication and division** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for

digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Number - multiplication and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **Number - fractions** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators	place value **Number - addition and subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why **Number - multiplication and division** Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **Number - fractions (including decimals)** Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when	subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Number - multiplication and division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally, drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Recognise and use square numbers and cube numbers, and the notation for squared (^{2})	the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the 4 operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy **Number - Fractions (including decimals and percentages)** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]

Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

Compare and order unit fractions, and fractions with the same denominators

Solve problems that involve all of the above

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2-D shapes
Add and subtract amounts of money to give change, using both £ and p in practical contexts

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

Know the number of seconds in a minute and the number of days in each month, year and leap year

Compare durations of events [for example, to calculate the time taken by particular events or tasks]

Geometry - properties of shapes

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe

dividing an object by 100 and dividing tenths by 10

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Add and subtract fractions with the same denominator

Recognise and write decimal equivalents of any number of tenths or hundreds

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Round decimals with 1 decimal place to the nearest whole number

Compare numbers with the same number of decimal places up to 2 decimal places

Solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measurement

Convert between different units of measure [for example, kilometre to metre; hour to minute]

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Find the area of rectilinear shapes by

and cubed (^{3})

Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number - fractions (including decimals and percentages)

Compare and order fractions whose denominators are all multiples of the same number

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

Add and subtract fractions with the same denominator, and denominators that are multiples of the same number

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Read and write decimal numbers as

Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]

Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

Multiply one-digit numbers with up to 2 decimal places by whole numbers

Use written division methods in cases where the answer has up to 2 decimal places

Solve problems which require answers to be rounded to specified degrees of accuracy

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison

Solve problems involving similar shapes where the scale factor is known or can be found

Solve problems involving unequal sharing

them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Statistics** Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	counting squares Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days **Geometry - properties of shapes** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to 2 right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry **Geometry - position and direction** Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon **Statistics** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	fractions [for example, 0.71 = $\frac{71}{100}$] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 **Measurement** Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	and grouping using knowledge of fractions and multiples **Algebra** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns Enumerate possibilities of combinations of 2 variables **Measurement** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units

	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Solve problems involving converting between units of time Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling **Geometry - properties of shapes** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify: Angles at a point and 1 whole turn (total 360°) Angles at a point on a straight line and half a turn (total 180°) Other multiples of 90° Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	[for example, mm^3 and km^3] **Geometry - properties of shapes** Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles **Geometry - position and direction** Describe positions on the full coordinate grid (all 4 quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes **Statistics** Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average

		Geometry - position and direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed **Statistics** Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables	

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group Accessing learning due to poor literacy skills - reading of questions Cognitive processes and overload.	Pre-teaching (parent or TA). Using social stories to understand different contexts 1:1 or small group support Adult to read questions to support understanding Key words displayed. IT programmes Use of concrete manipulatives Amount of writing reduced Questions/work broken down and presented one at a time Questions/use of language adapted Ensure objectives from previous year groups are met	Lessons where children are required to take part in discussions/reasoning activities - children with communication difficulties may struggle to access Those who struggle to process language may struggle in Maths lessons where there is lots spoken language, especially reasoning Maths may not be children's preferred lesson and this may lead to dysregulation	Embed ground rules to develop clear understanding of boundaries Children not required to answer in a whole class group if not comfortable Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding. Adaptation using IT Teacher or TA scribe and read questions
Physical and sensory		**Social Emotional and Mental Health**	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available Recording information may be difficult. Accessibility to equipment or resources – physical disabilities.	Provide alternative resources e.g. in large print, coloured paper Provide additional ways to record information (video/ICT etc) Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access.	Children may struggle to empathise with characters from stories and listen to and respect others' opinions if they are different to their own Children with SEMH needs may struggle with heightened anxieties/triggering in maths when they feel upset or frustrated etc	Regular sessions, establish clear routines expectations/boundaries for the start and end of every Maths session – children know what to expect Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group.

Fine motor skills may not be developed	Provide pencils grips, different types of pencils or mark making resources.	Maths may not be children's preferred lesson/means of communication and this may lead to dysregulation	Opportunities to work in smaller groups. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.

Maths Curriculum Overview

EYFS					
Autumn 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Focus	**Subitising**	**Counting, ordinality and cardinality**	**Composition**	**Subitising**	**Comparison**
Set 1	Subitizing within 3	Focus on counting skills	Explore how all numbersare made of 1s Focus on composition of3 and 4	Subitise objects and sounds	Comparison of sets - 'justby looking' Use the language of comparison: *more than*and *fewer than*
Additional White Rose Units			Match, Sort and Compare	Match, Sort and Compare	
Autumn 2	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Focus	**Counting, ordinality and cardinality**	**Comparison**	**Composition**	**Composition**	**Counting, ordinality and cardinality**
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: *more than, fewer than, an equal number*	Explore the concept of 'whole' and 'part'	Focus on the compositionof 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond20
Additional White Rose Units				Circles and triangles	Shapes with 4 sides
Spring 1	**Week 11**	**Week 12**	**Week 13**	**Week 14**	**Week 15**
Focus	**Subitising**	**Counting, ordinality and cardinality**	**Composition**	**Composition**	**Composition**
Set 3	Subitise within 5 focusingon die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number isone more than the previous number	Focus on 5	Focus on 6 and 7 as '5and a bit'	Compare sets and use language of comparison: *more than, fewer than, an equal number to* Make unequal sets equal

Additional White Rose Units			Mass and Capacity		
Spring 2	**Week 16**	**Week 17**	**Week 18**	**Week 19**	**Week 20**
Focus	**Counting, ordinality and cardinality**	**Comparison**	**Composition**	**Composition**	**Composition**
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of *less than*	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes -odd and even numbers
Additional White Rose Units	Length, height and time	Length, height and time			Explore 3D shape

Summer 1	**Week 21**	**Week 22**	**Week 23**	**Week 24**	**Week 25**	
Focus	**Counting, ordinality and cardinality**	**Subitising**	**Composition**	**Composition**	**Comparison**	
Set 3	Counting – larger sets and things that cannotbe seen	Subitising – to 6, including in structured arrangements	Composition – '5 anda bit'	Composition - of 10	Comparison – linkedto ordinality Play track games	
Summer 2	**Week 26**	**Review and assess**	**Review and assess**	**Review and assess**	**Review and assess**	**Review and assess**
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

Y1/2 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value (within 20)**			Number **Addition and subtraction (within 20)**			Number **Place value (within 100)**				Geometry **Shape**	
Spring	Number **Addition and subtraction (within 100)**						Number **Multiplication and division**			Measurement **Length and height**	**Statistics**	Consolidation
Summer	Measurement **Money**			Number **Fractions**			Measurement **Time**			Measurement **Mass, capacity and temperature**	Geometry **Position and direction**	Consolidation

Y3/4 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**				Number **Addition and subtraction**				Number **Multiplication and division A**			Measurement **Area**
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**		Number **Fractions A**			Measurement **Mass and capacity**		Number **Fractions B**	
Summer	Measurement **Time**		Number **Decimals**			Measurement **Money**		Geometry **Shape**		Geometry **Position and direction**		**Statistics**

Y5/6 yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**			Number **Addition and subtraction**	Number **Multiplication and division A**		Number **Fractions A**				Number **Multiplication and division B**	
Spring	Number **Multiplication and division B**	Number **Fractions B**		Number **Decimals A**	Measurement **Area, perimeter and volume**		Number **Decimals B**				Number **Fractions, decimals and percentages**	
Summer	**Ratio**	**Algebra**		Geometry **Shape**			Geometry **Position and direction**		**Statistics**		Measurement **Converting units**	